

Introduction to Trauma-Informed Care

2.1 Accessibility Preferences

Accessibility Preferences

Select the "Turn Accessibility ON" button to use an accessible version of this course. This version is ideal for those who use screen readers, require keyboard-only access, or prefer high contrast content.



Then, choose next.

2.2 Texas Health and Human Services



TEXAS
Health and Human
Services

"This presentation was developed under grant CFDA 93.791 from the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. However, these contents do not necessarily represent the policy of the U.S. Department of Health and Human Services, and you should not assume endorsement by the Federal Government."

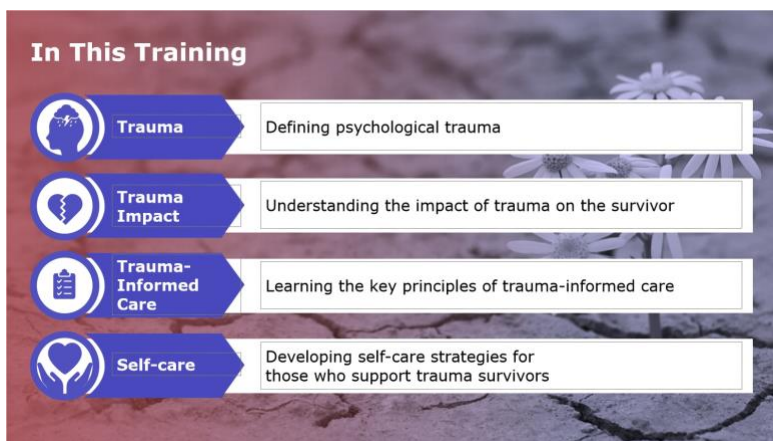


MFP
MONEY FOLLOWS THE PERSON

2.3 Welcome



2.4 What You Will Learn



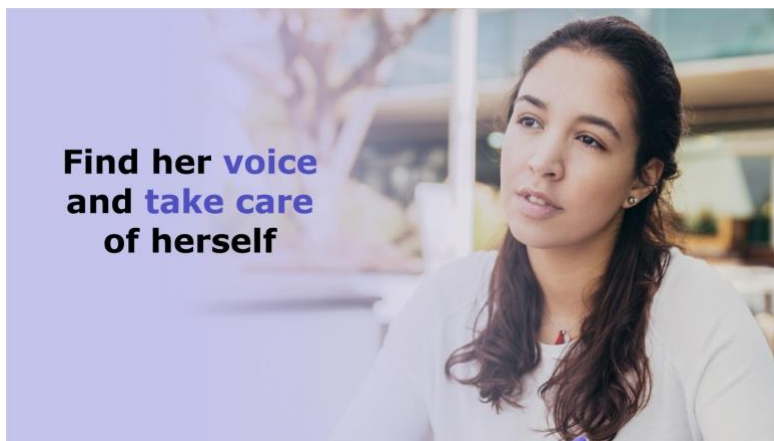
2.5 Note About this Content



2.6 Why does this module matter?



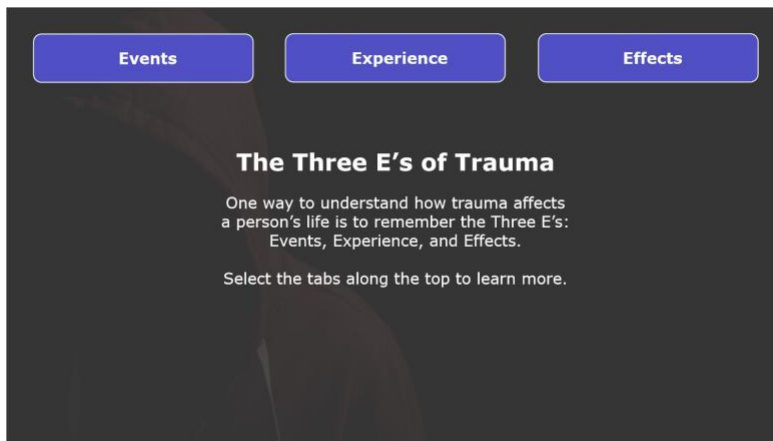
2.7 Hayden's Story



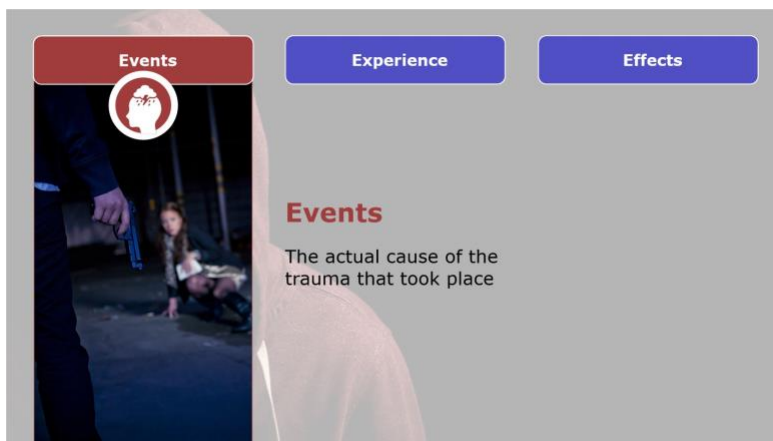
2.8 What is Psychological Trauma?



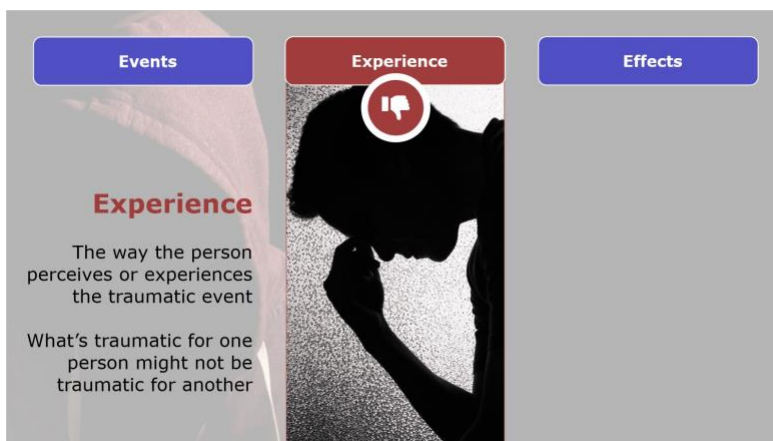
2.9 The Three E's of Trauma



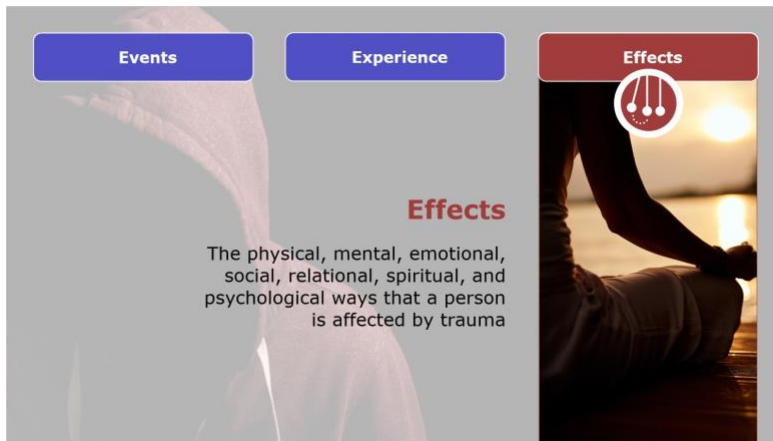
Events (Slide Layer)



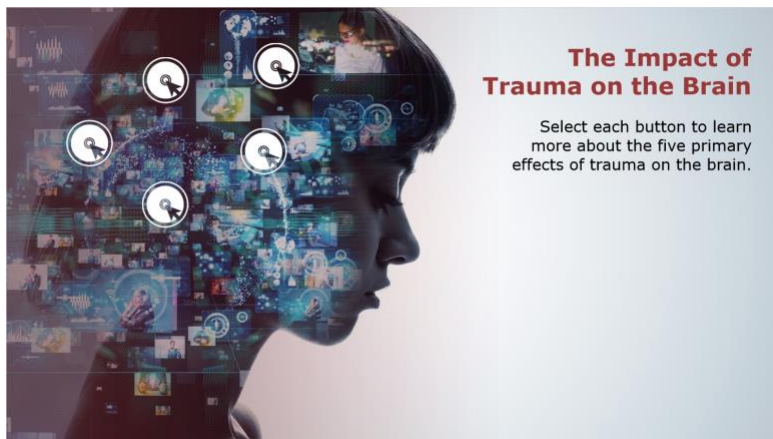
Experience (Slide Layer)



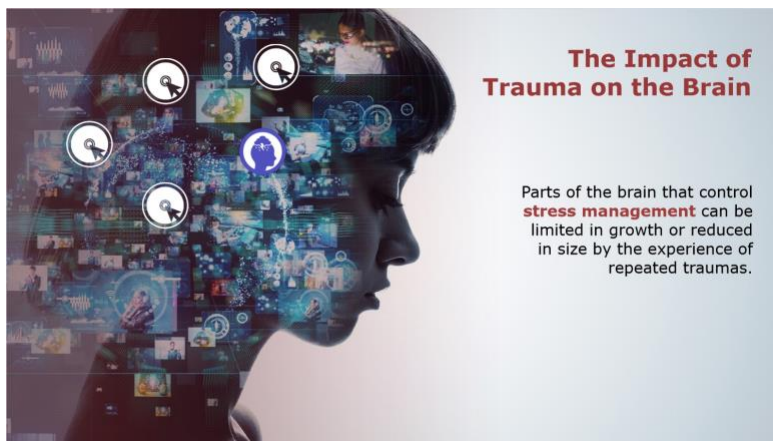
Effects (Slide Layer)



2.10 The Impact of Trauma on the Brain



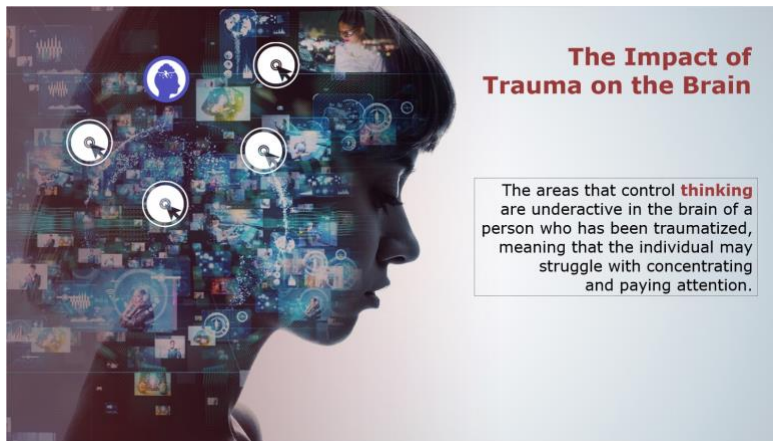
Stress Management (Slide Layer)



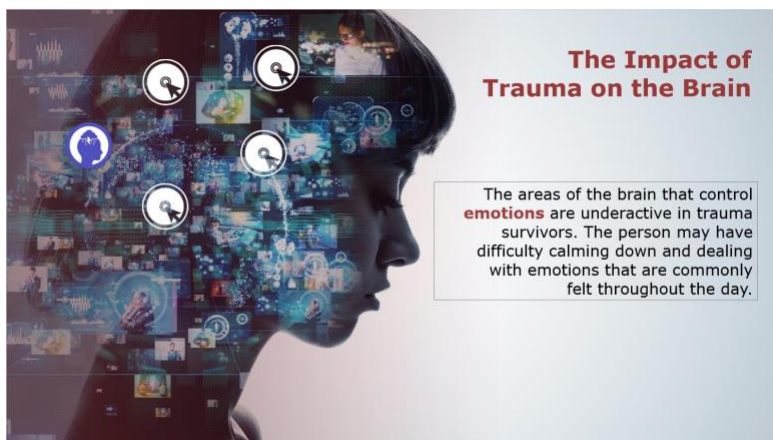
Memory (Slide Layer)



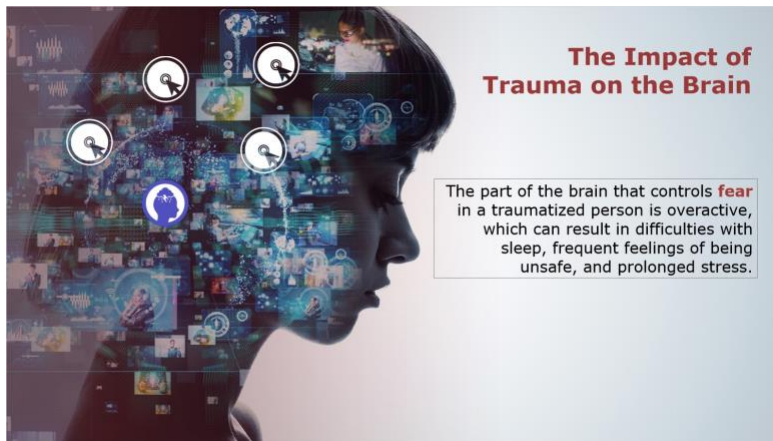
Concentration (Slide Layer)



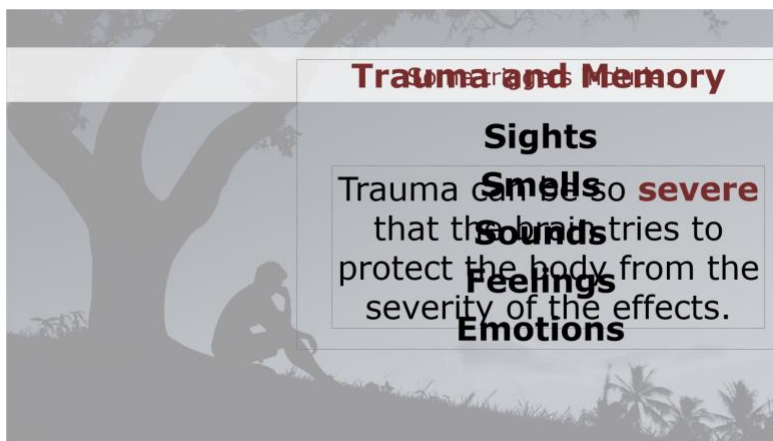
Emotions (Slide Layer)



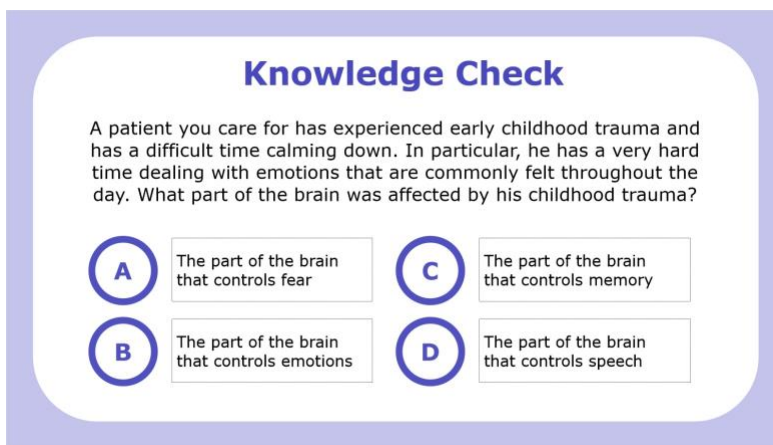
Fear (Slide Layer)



2.11 Trauma and Memory



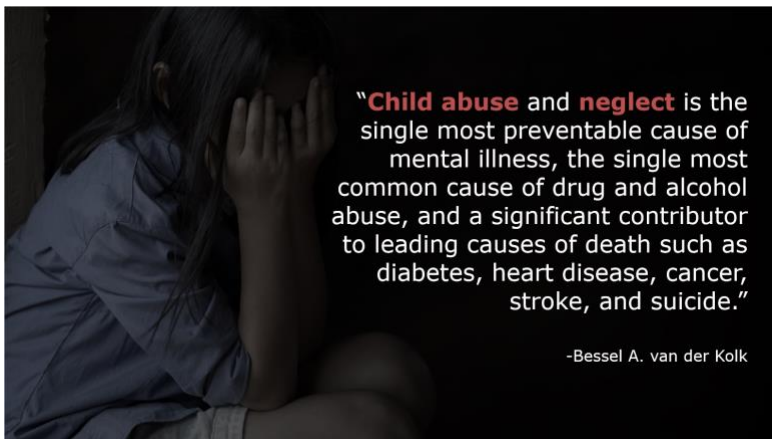
2.12 Knowledge Check



2.13 Earning Lynette's Trust



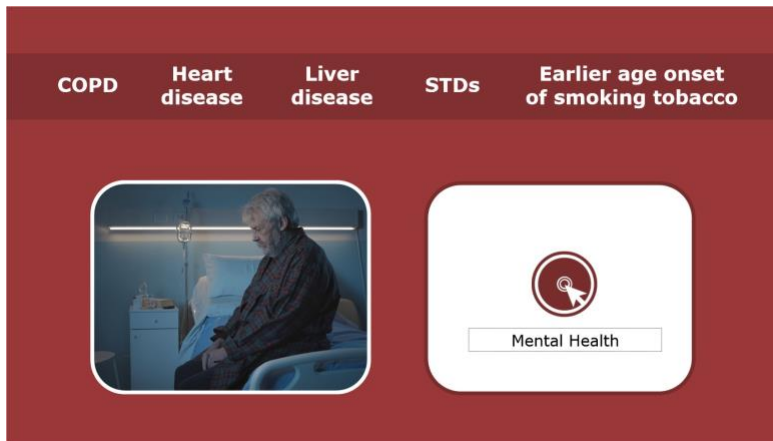
2.14 Causes of Mental Illness



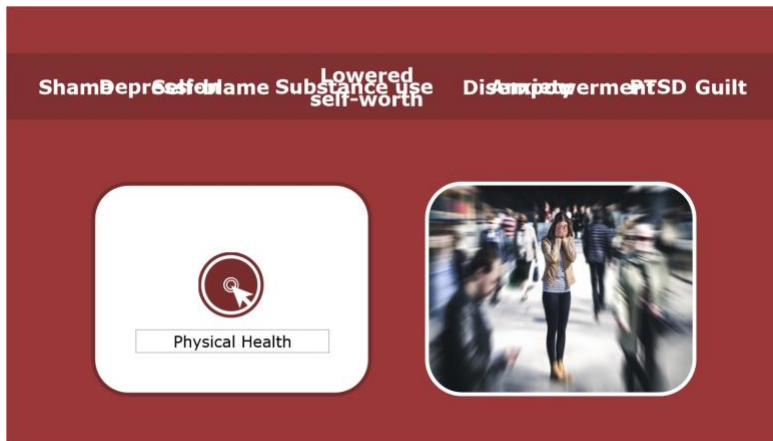
2.15 The Impact of Trauma on Health



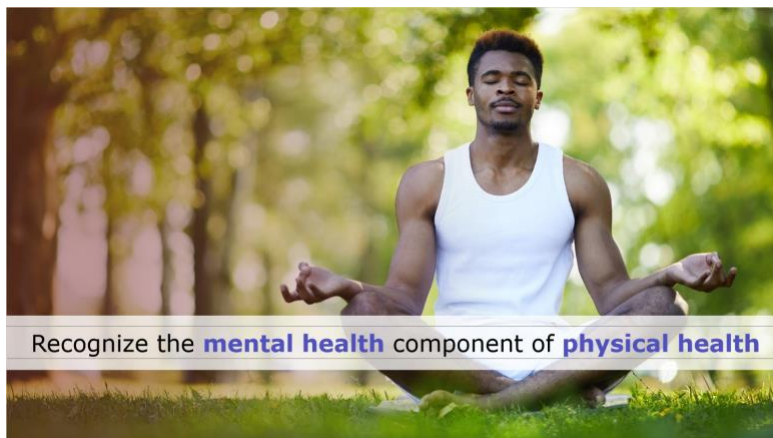
Physical Layer (Slide Layer)



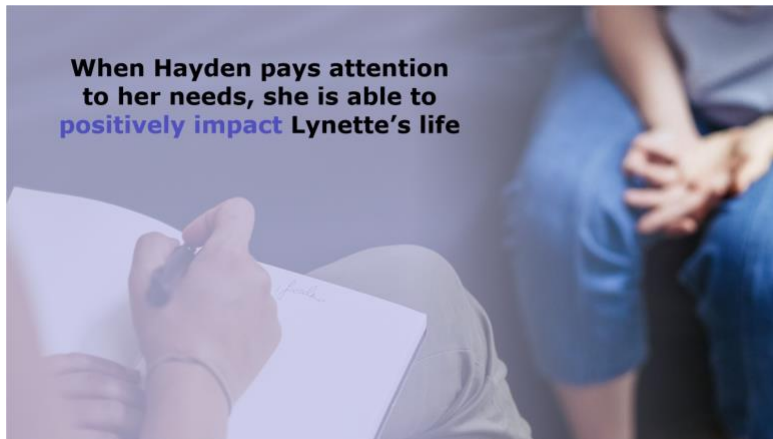
Mental Health Layer (Slide Layer)



Trauma Informed Care (Slide Layer)



2.16 Hayden's Reaction



2.17 Knowledge Check

(Pick One, 10 points, 1 attempt permitted)

Knowledge Check

While early trauma is linked to a higher likelihood of physical health conditions, it's often overlooked as a factor contributing to a person's physical health.

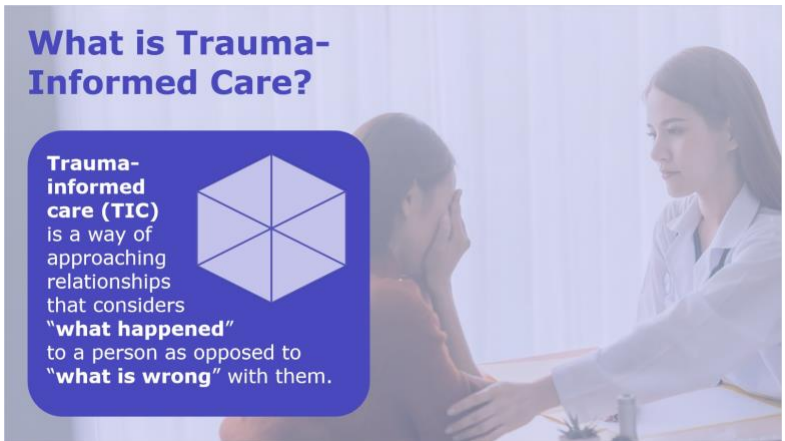
☐

True

☐

False

2.18 What is Trauma Informed Care?

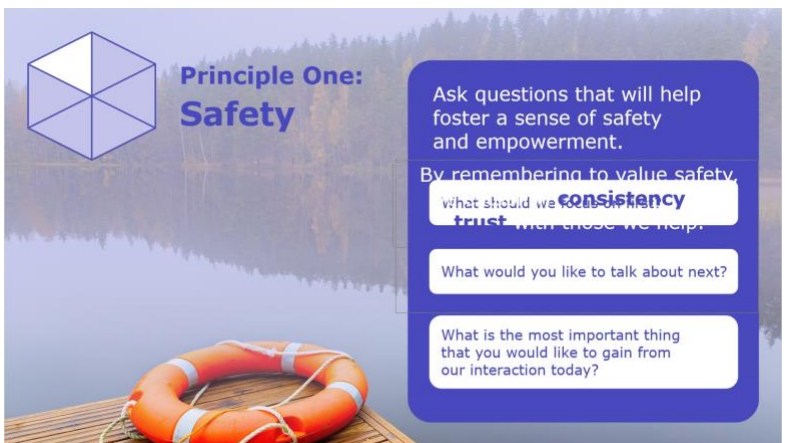


What is Trauma-Informed Care?

Trauma-informed care (TIC) is a way of approaching relationships that considers "**what happened**" to a person as opposed to "**what is wrong**" with them.



2.19 Principle One: Safety



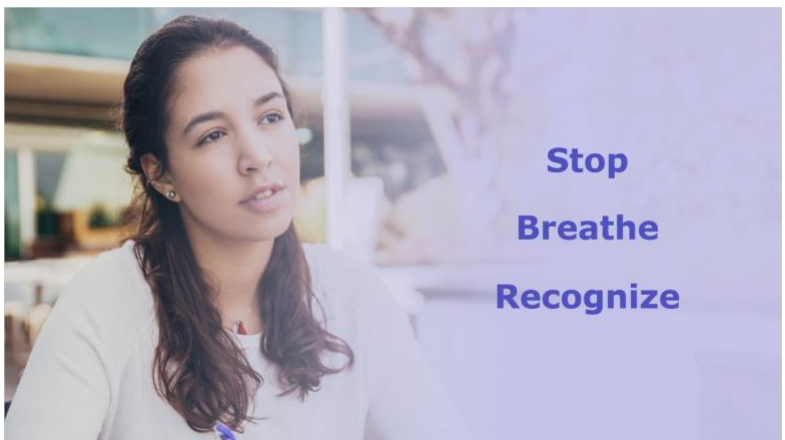
Principle One: Safety

Ask questions that will help foster a sense of safety and empowerment.

By remembering to value safety, **consistency** and **trust** with those we help:

- What should we focus on?
- What would you like to talk about next?
- What is the most important thing that you would like to gain from our interaction today?

2.20 Lynette's Safety

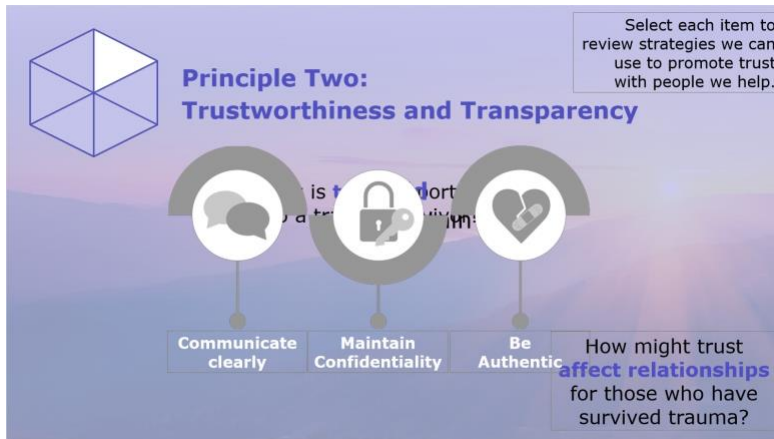


Stop

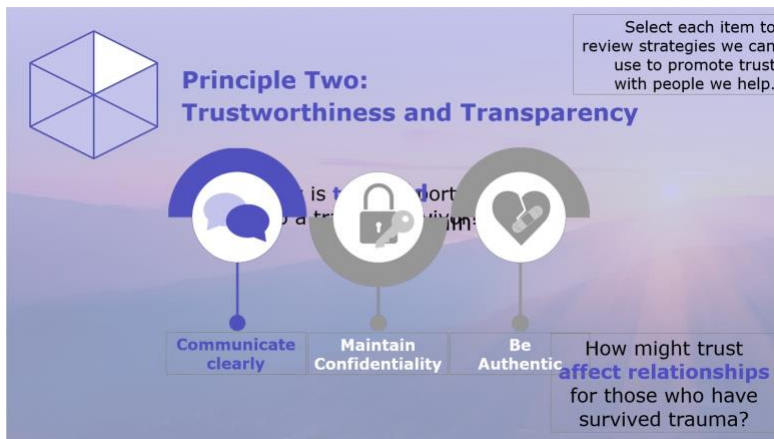
Breathe

Recognize

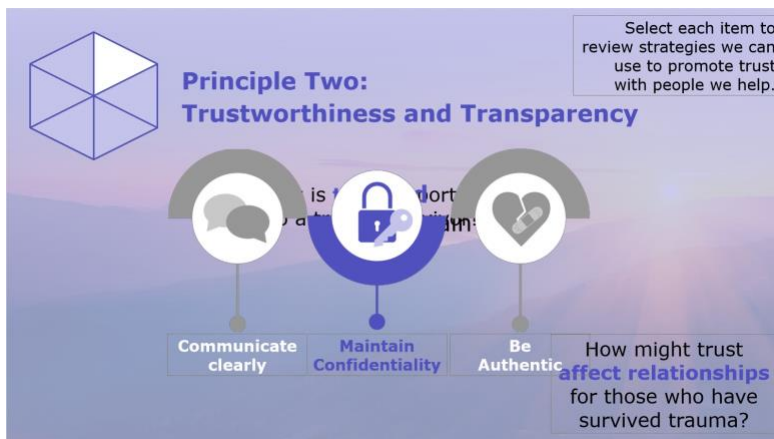
2.21 Principle Two: Trustworthiness and Safety



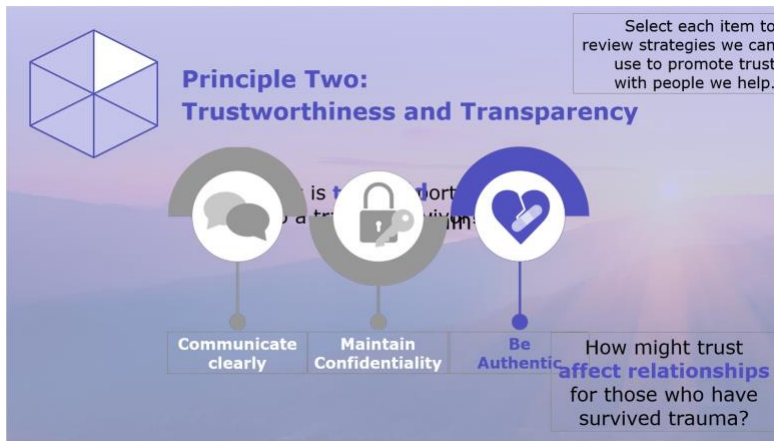
Communicate Clearly (Slide Layer)



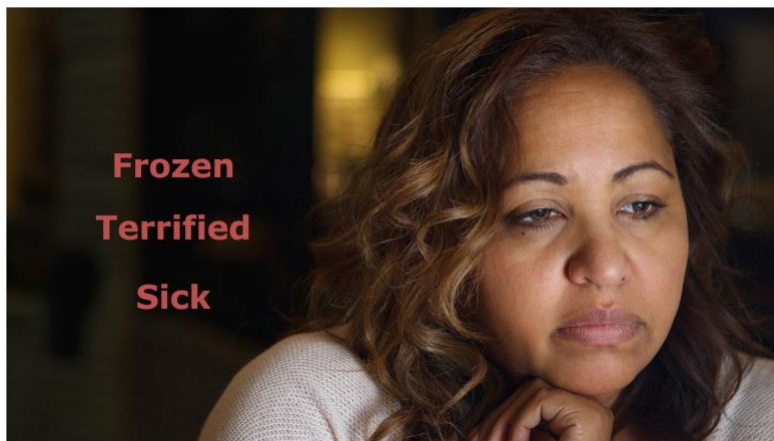
Maintain Confidentiality (Slide Layer)



Be Authentic (Slide Layer)



2.22 Application: Lola's Story



2.23 Knowledge Check

Knowledge Check

Why would creating an environment of **safety** be important when working with Lola?

A Creating a safe environment for Lola is important because she has experienced both physical/psychological threats to her safety.

B Creating a safe environment for Lola is important because she is scared of everything.

C Creating a safe environment for Lola is important because it reduces liability.

2.24 Knowledge Check

Knowledge Check

Why would creating an environment of **trustworthiness** be important when working with Lola?

A

Creating an environment of trustworthiness is important so Lola will open up to you.

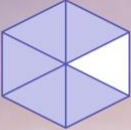
B

Creating an environment of trustworthiness is important for building and maintaining trust.

C

Creating an environment of trustworthiness is important because Lola is worried about your credibility.

2.25 Principle Three: Peer Support



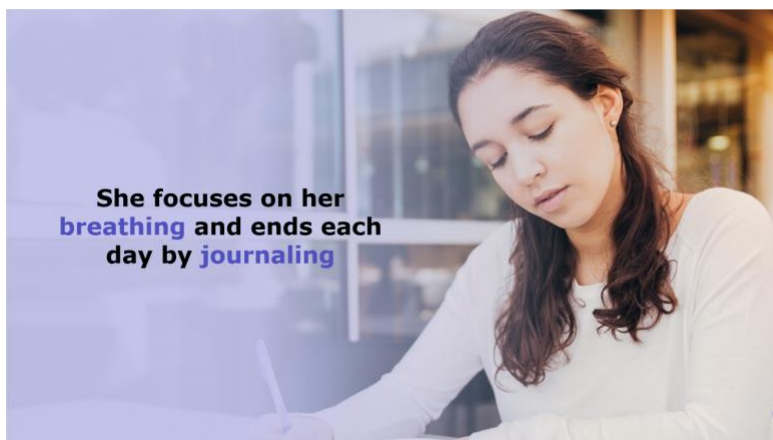
Principle Three: Peer Support

The person who you are helping in a healthcare setting may not be ready to trust you or anyone else at this time.

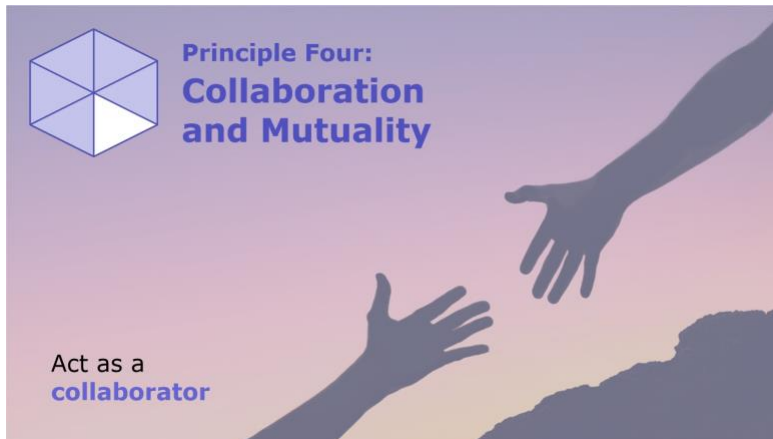
A peer is someone who has gone through a **similar experience**.



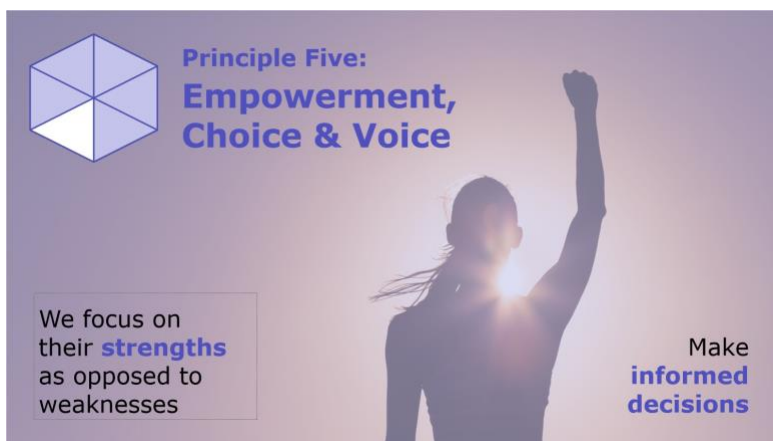
2.26 Hayden's Work



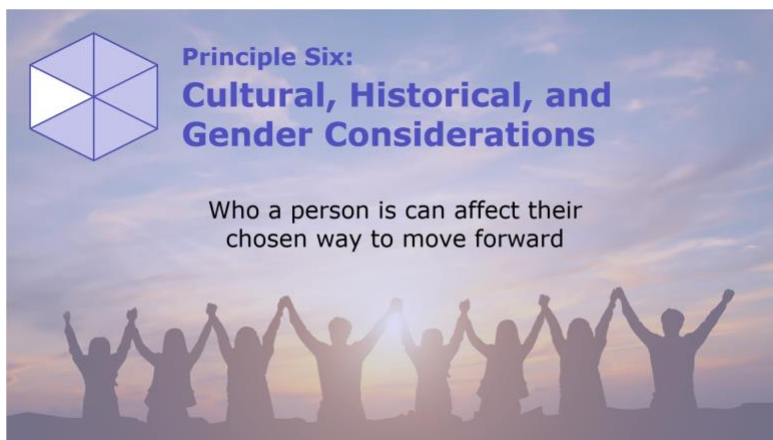
2.27 Principle Four: Collaboration and Mutuality



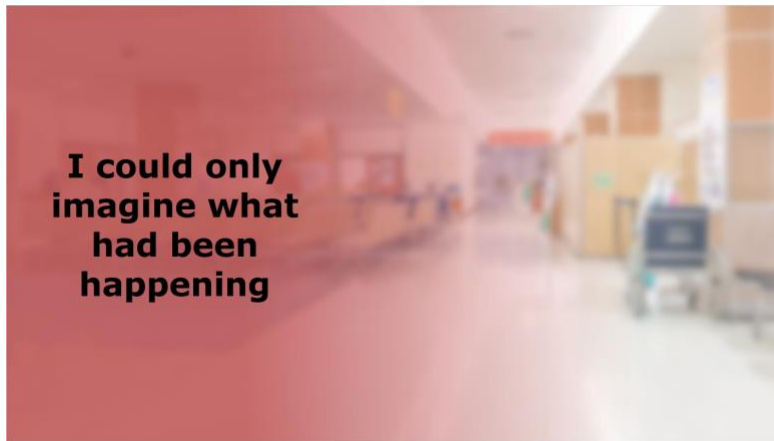
2.28 Principle Five: Empowerment Choice and Voice



2.29 Principle Six: Cultural, Historical, and Gender Considerations



2.30 Application: Annual Physicals



2.31 Knowledge Check

Knowledge Check

In the story, the mother and the nurse held down the sister's arm despite her resistance. How could one of the medical workers have taken a trauma-informed approach to this situation?

- A** Taking the brother out of the room so the nurse could give the girl the injection.
- B** Ensuring the children felt safe and asking what would make them feel more comfortable.
- C** Telling the mother that she needed to calm the child down.

2.32 Recognizing the Effects of Trauma

Recognizing the Effects of Trauma

Consider some of the following examples:

The image shows five individuals representing different manifestations of trauma. From left to right: a young man in a blue plaid shirt and jeans holding his head with one hand; a woman in a white shirt and black vest with her hands on her hips; a woman in a black top and pants with her arms crossed; a man in a suit and tie sitting in a wheelchair; and a woman in a green top and black skirt standing.

Raul (Slide Layer)

Recognizing the Effects of Trauma

Consider some of the following examples:



A horizontal row of five individuals against a light gray background. From left to right: a young man in a blue and white striped hoodie with his hand to his forehead; a woman in a white shirt and black vest with hands on hips; a woman in a black top and pants with her hand to her face; a man in a dark suit and tie sitting in a wheelchair; and a woman in a green long-sleeved shirt and black skirt.

Jessica (Slide Layer)

Recognizing the Effects of Trauma

Consider some of the following examples:



A horizontal row of five individuals against a light gray background. From left to right: a young man in a blue and white striped hoodie with his hand to his forehead; a woman in a white shirt and black vest with hands on hips; a woman in a black top and pants with her hand to her face; a man in a dark suit and tie sitting in a wheelchair; and a woman in a green long-sleeved shirt and black skirt.

Marta (Slide Layer)

Recognizing the Effects of Trauma

Consider some of the following examples:



A horizontal row of five individuals against a light gray background. From left to right: a young man in a blue and white striped hoodie with his hand to his forehead; a woman in a white shirt and black vest with hands on hips; a woman in a black top and pants with her hand to her face; a man in a dark suit and tie sitting in a wheelchair; and a woman in a green long-sleeved shirt and black skirt.

Tevin (Slide Layer)

Recognizing the Effects of Trauma

Consider some of the following examples:



A horizontal row of five individuals against a light gray background. From left to right: a young man in a blue and white striped hoodie and jeans, covering his face with his right hand; a woman in a white shirt and black vest, standing with hands on hips; a woman in a black long-sleeved shirt and black pants, standing with arms crossed; a man in a dark suit and tie, sitting in a wheelchair; and a woman in a green long-sleeved shirt and black skirt, standing with hands at her sides.

Cori (Slide Layer)

Recognizing the Effects of Trauma

Consider some of the following examples:



A horizontal row of five individuals against a light gray background. From left to right: a young man in a blue and white striped hoodie and jeans, covering his face with his right hand; a woman in a white shirt and black vest, standing with hands on hips; a woman in a black long-sleeved shirt and black pants, standing with arms crossed; a man in a dark suit and tie, sitting in a wheelchair; and a woman in a green long-sleeved shirt and black skirt, standing with hands at her sides.

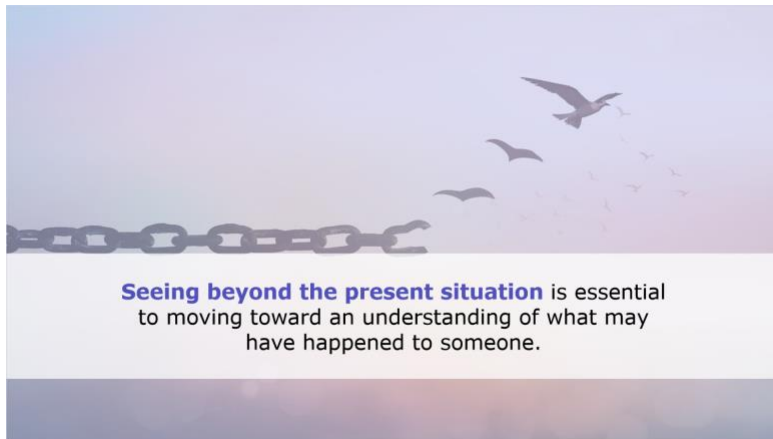
Final (Slide Layer)

Each of these scenarios could potentially be related to **trauma**.



A horizontal row of five individuals against a light gray background. From left to right: a young man in a blue and white striped hoodie and jeans, covering his face with his right hand; a woman in a white shirt and black vest, standing with hands on hips; a woman in a black long-sleeved shirt and black pants, standing with arms crossed; a man in a dark suit and tie, sitting in a wheelchair; and a woman in a green long-sleeved shirt and black skirt, standing with hands at her sides.

2.33 Seeing Beyond the Present Situation



2.34 Healing Changes the Brain



2.35 Key Takeaways

Key Takeaways

	Change your lens to "what happened to you"		Promote trust
	Trauma affects all aspects of life		Consider all of the variables
	Look for signs and symptoms of trauma		